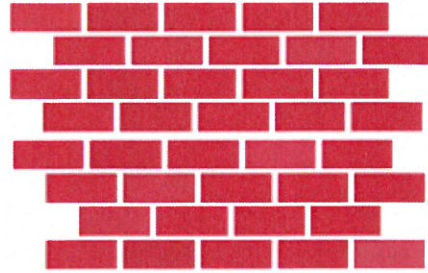


Pack for contrast of manner



This pack should only be used under the guidance of a Speech and Language Therapist

Original Concepts by Speech and Language Therapists in Hull and East Yorkshire
Updated by Rona Gaffney 2015





Name: School:				D.O.B:	
Overall aim(s)	Where am I now?	What will I achieve?	Outcome	Actual Outcome	
To help the child improve their speech production skills to their full potential	The child is not producing sounds of the correct manner/type	The child will be able to identify the correct word in a minimal pair 80% of the time during structured therapy activities The child will be able to produce 'sounds of the correct manner/type 80% of the time during structured therapy activities			
Therapy package: Targets will be reviewed as agreed with the speech and language therapist	Timescale: As agreed with the speech and language therapist	Factors contributing to outcome: Commitment from adults working with the child and regularity of practice.			

Please work through the following activities. If you have any questions or feel that the targets have been achieved, please contact the speech and language therapist.



Ideas for minimal pairs

(Photocopy the pictures several times)

Listening Game – Place a set of pictures in front of the child. Ask the child to listen as you say the words and point to the picture/put a counter on the one they hear. If you want to make this game more difficult use a carrier phrase (e.g. I see a ...).

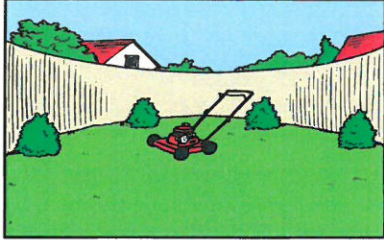
Sorting Game – Ask the child to sort the pictures into piles according to the first sound.

Matching Game – Shuffle the cards and place them face down on a table. Take turns to pick up 2 cards and try and get the matching pair. Ask the child to say the words. If they say them correctly they can keep the pair. If not they have to place them face down on the table again.

Make a sentence – Choose 2/3 cards and make a sentence with them. Then ask the child to copy the sentence. If they say the words correctly, then they can keep the cards. Continue until the child has all the cards.



m/b



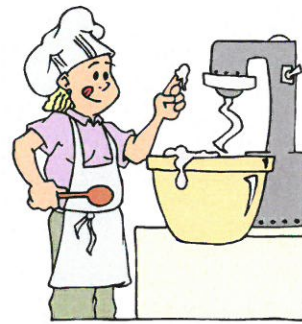
mow



bow



make



bake



melt

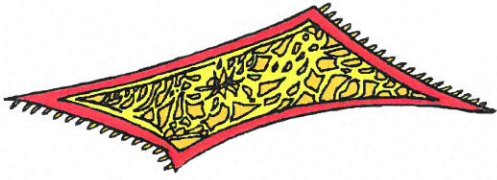
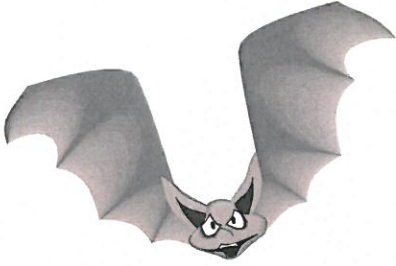


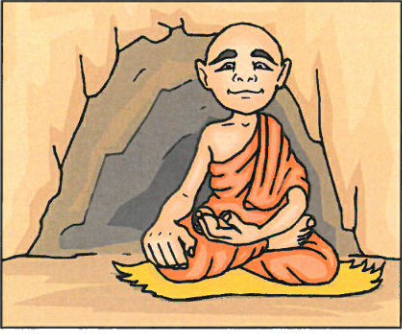
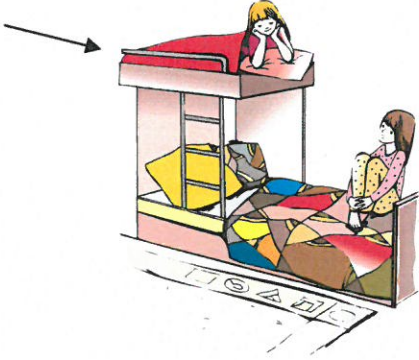


belt

Updated by Rona Gaffney 2015





 <p>mat</p>	 <p>bat</p>
 <p>money</p>	 <p>bunny</p>
 <p>monk</p>	 <p>bunk</p>

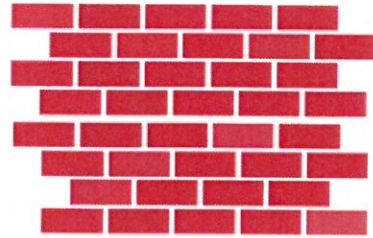
Updated by Rona Gaffney 2015



b/w



ball



wall



bun



won



wed



bed

Updated by Rona Gaffney 2015



th/t



thorn



torn



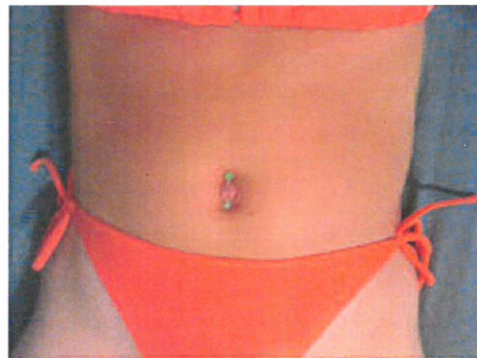
thank



tank



thumb



tum

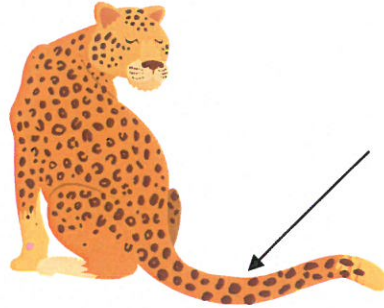
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s/t



sail



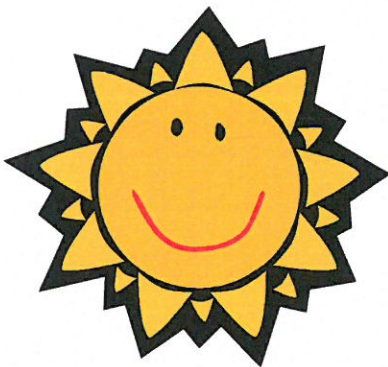
tail



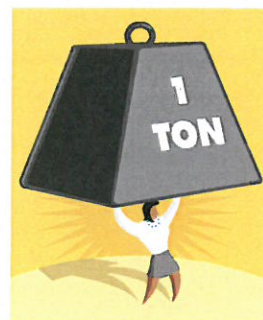
sent



tent



sun



ton

Updated by Rona Gaffney 2015



n/d



knee



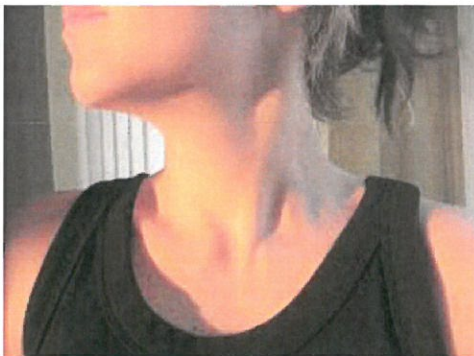
d



no



dough



neck



deck

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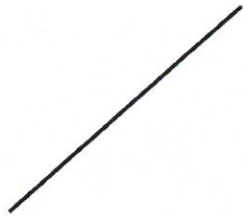
l/d



log



dog



line



dine



lamb



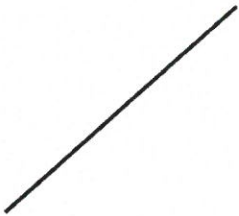





dam

Updated by Rona Gaffney 2015



l/n

 <p>lock</p>	 <p>knock</p>
 <p>line</p>	 <p>nine</p>
 <p>light</p>	 <p>night</p>

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l/r



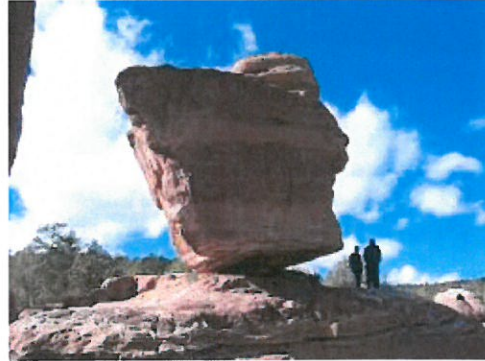
lake



rake



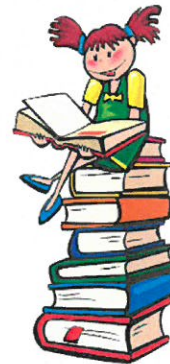
lock



rock



lead



read

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ch/sh



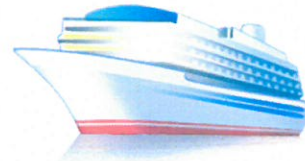
chew



shoe



chip



ship



chop



shop

Updated by Rona Gaffney 2015

